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ABSTRACT

The booklet contains political education materials drawn from Wisconsin state and Federal government legislation, newspaper articles, and publications from political interest groups and educational organizations. The main purpose of the document is to help educators design and implement political science and citizenship education programs in response to the lowering of the minimum voting age to 18. The document is presented in six chapters. Chapter I describes attempts by Wisconsin educators to introduce high school students to civic skills, particularly voting procedures and objectives. Chapter II focuses on Wisconsin's Age of Majority Bill. The text of the law is followed by discussion of the law's implications. Chapter III reviews political education programs in several Wisconsin school districts. Chapter IV offers a check list of 23 criteria for program development. Chapter V presents a list of agencies, publishers, and materials dealing with political education. The final chapter discusses possible future directions of the Wisconsin State Social Studies Political Science Subcommittee. (DB)

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POLITICS AND POWER: THE NEW VOTER

State Social Studies Curriculum Study Committee

Report of the Subcommittee on Political Science

William C. Kahl
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Wisconsin Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

SP 011706

Bulletin No. 3204

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PREFACE

The Twenty-Sixth Amendment to the Constitution of the United States was ratified on June 30, 1971, and certified by President Nixon to go into effect July 5, 1971. This Amendment provides for lowering the minimum voting age to 18 for all federal, state and local elections.

The State Social Studies Political Science Subcommittee believes these recent changes require a new emphasis on political science and citizenship education in state public schools.

Through the cooperation of William C. Kahl, State Superintendent, H. Michael Hartoonian, State Social Studies Specialist, and the Department of Public Instruction, we are pleased to be able to provide and disseminate materials which we hope may be of some help to our state schools in their efforts to respond to this new challenge.

In addition to providing the materials contained in this booklet, the Political Science Subcommittee will continue to pursue directions which may serve our schools in this area in the future.

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POLITICS AND POWER: THE NEW VOTER

Introduction

> The political nature of man is indistinguishable from his personality as a whole, and [the latter] is not the sum-total of his specific relations, but rather a congruent system of attitudes, each element of which is intelligible only in the light of the total pattern. A man's political opinions reflect the characteristic modes of his adjustment to life.
>
> Gordon Allport

It is the purpose of education to enhance human dignity through the development of knowledge, skills and attitudes that call attention to a commitment toward rational decision-making. Human dignity means equal access to the rights and responsibilities associated with citizenship. Simply stated, this means that every American citizen has the right and responsibility to know, to choose and to act. Rational decision-making means a process of generating, validating and vindicating and applying knowledge toward certain goals. The ultimate power of rational processes resides in the explicit recognition of each person's opportunity to decide for himself, in accord with the evidence available, the values he chooses and the rules of logic. Herein lies the link between human dignity and rational processes of decision-making.

To use processes of rational decision-making implies action. And in any program committed to new voter education, action that improves the human condition must be a logical complement to study. But just as study without action is incomplete, so action without study is reprehensible. Those who seek to resolve social issues without concomitant understanding tend not only to behave irresponsibly and erratically but in ways that damage their own future and the future of the larger human community. Therefore, knowledge, reason, commitment to human dignity and action are to be regarded as complementary and inseparable.

The "new voter" in Wisconsin high schools must have the opportunity to experience this interplay between study and action in a way that will bring new meaning to the concept of citizenship. This charge is not only for high school seniors who are seventeen or eighteen years old today, but for freshmen who will be voting in three years, sophomores who will be voting in two years and juniors who become eligible to vote in just one short year. Remember, political issues are persistent, and elections take place every year.

School and Community Relationships. New voter programs need to make full use of the resources available in the local community. This does not mean that all or even most students must spend great amounts of time in the community. It does suggest, however, that classes which study issues, candidates and political processes need to open their doors to the community, e.g., classes

might include in their membership parents, recent graduates of the local high school, local political office holders, etc. Classes might also be held in the evening so that the community might find it more advantageous relative to attendance.

Institutions in the community should also be used as learning laboratories, e.g., the city or town councils, the school board, the state legislature, etc. Whenever possible, students should have the opportunity to work on community action projects which are perceived as useful or beneficial to the larger community.

It is also imperative to consider the school as a facilitator of opportunities through which students can actually participate in all facets of the democratic political process.

Sound Knowledge of History and the Social Sciences. Every effort should be made to bring to the new voters program the latest thinking in history and the social sciences. Modes of investigation appropriate to the political sphere should be used whenever possible.

The Study of Pervasive Issues and Candidates. Focus on candidates and pervasive issues, together with student identified problems which have direct meaning in students' lives, can be helpful in deciding upon which techniques and materials to draw upon and incorporate in a new voters education program.

Curriculum. Curriculum development for the new voters program must rest on two principles. First of all, the knowledge, skills and attitudes (see Knowledge, Processes and Values in the New Social Studies and A Conceptual Framework for the Social Studies in Wisconsin Schools, Wisconsin Department of Public Instruction) appropriate for responsible citizenship should be emphasized throughout the K-12 program. Second, a special course or units within courses should be developed at the senior high school designed to apply the knowledge and processes of the social and behavioral sciences to an active study of political issues and candidates.

Citizenship and Political Understanding--A Statement of Goals

It shall be a goal of education to assure each individual, at each step of his educational experience, the opportunity to learn the basic fundamentals and concepts of democracy and provide for the application of such concepts through student self-government activities. Such activities will further afford each student the opportunity to serve, lead, vote, question and appeal decisions related to such self-government activities and processes.

1. To become alerted to the citizen's basic rights under the Bill of Rights.

2. To become an effective and responsible contributor to the decision-making processes of the political and other institutions of the community, state, country and world.

3. To acquire attitudes of responsible citizenship in his social, economic and physical environment.

4. To develop an understanding of the responsibilities of good citizenship and to inspire loyalty and respect for the ideals of our democratic society.

5. To understand and respect a variety of governmental systems, and to be prepared to participate on his own.

6. To develop the skills, knowledge and values necessary for responsible citizenship.

7. To know the main structure and functions of our government.

8. To recognize certain values and beliefs as important to the democratic way of life.

9. To develop a reasoned commitment to the values that sustain a free society.

10. To participate in activities which involve the democratic processes.

11. To show concern for the welfare and dignity of others.

12. To support the rights and freedom of all individuals.

13. To acquire the skills necessary to adapt and adjust to living in a democratic society.

14. To be aware of the problems of international relations.

15. To develop an awareness of the concepts of order, disorder and conflict.

16. To ensure that each student completing his elementary-secondary school program demonstrates through positive action, an understanding of and a concern for the problems of society.

17. To acquire a knowledge and understanding of how our society functions in theory and in practice, and to foster individual commitment to exercise the rights and responsibilities of citizenship and to protect the rights of others.

18. To be competent in the practice of civic skills.

    a. Knows how to register for voting and to vote.

    b. Knows principles of judging political statements and philosophies.

    c. Obeys basic rules of his school and community.

    d. Shows concern for the well-being of others like and unlike himself.

    e. Knows principles of working in an organization for constructive political and social action.

f. Knows his legal rights and responsibilities as a student and as a citizen.

g. Respects personal and public property.

h. Commits himself and shows loyalty to legitimate groups whose cause is real to him.

i. Communicates his concerns to his elected representatives.

19. To develop an awareness of his own civic privileges and responsibilities.

20. To be able to function effectively as a citizen which includes:

a. Having attitudes of cooperation for the betterment of one's community, society and environment.

b. Understanding the necessity for organized social and political organizations.

c. Understanding the interdependence of the individual's rights and responsibilities in a democracy.

d. Understanding the structure and functions of local, state and national government.

e. Understanding the responsibilities and privileges of American citizenship.

f. Possessing a commitment to law and understanding the processes and purposes of law and the American judicial system.

g. Possessing knowledge and understanding of international relations.

h. Understanding freedom as the right to make choices within the framework of concern for the general welfare.

i. Understanding the citizen's role in decision-making processes of American government and politics.

j. Understanding the concepts of taxation.

k. Possessing knowledge and understanding of current political issues.

l. Understanding of how public education is administered.

m. Understanding the concept of accountability for the use of public resources.

n. Knowing how to secure and utilize community services.

STATE OF WISCONSIN

1971 Senate Bill 453 Date published*: March 22, 1972

CHAPTER 213 , LAWS OF 1971

AN ACT to amend 66.054 (13), 238.01, 238.05 and 247.02 (8) of the statutes, relating to lowering the age of majority from 21 years of age to 18 years.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 66.054 (13) of the statutes is amended to read:

66.054 (13) Nothing in this section shall be construed as prohibiting or restricting any city, village or town ordinances from placing additional regulations in or upon the sale of fermented malt beverages, not in conflict with the terms and provisions of this section ~~but any city, village or town may by ordinance prohibit the selling, dispensing, giving or furnishing fermented malt beverages to anyone under 21 years of age when not accompanied by parent or guardian or spouse, and all such ordinances duly enacted before August 5, 1955 and otherwise valid are hereby declared to be valid~~. This subsection does not give any municipal corporation the power to enact an ordinance forbidding persons ~~between the ages~~ over the age of 18 ~~and 21~~ years from acting as check-out clerks or delivery personnel in grocery stores licensed to sell fermented malt beverages or from preventing such check-out clerks from including fermented malt beverages in the items which they are permitted to sell or preventing such delivery personnel from delivering fermented malt beverages from the licensed premises to the cars or homes of customers.

SECTION 2. 238.01 of the statutes is amended to read:

238.01 Every person of full age ~~and any married woman of the age of 18 years and upward~~ and any ~~other~~ minor who is a member of the military or naval forces of the United States, being of sound mind, seized in his or her own right of any lands or of any right thereto or entitled to any interest therein, descendible to his or her heirs, may devise and dispose of the same by last will and testament in writing; and all such estate not disposed of by will shall descend as the estate of an intestate, being chargeable in both cases with the payment of all his or her debts except as provided in ch. 237 and in s. 238.04.

SECTION 3. 238.05 of the statutes is amended to read:

238.05 Every person of full age ~~and every married woman of the age of 18 years and upward~~ and any ~~other~~ minor who is a member of the military or naval forces of the United States, being of sound

*Section 990.05. *Wisconsin Statutes*: **Laws and acts; time of going into force.** "Every law or act which does not expressly prescribe the time it takes effect shall take effect on the day after its publication."

mind, may, by last will and testament in writing, bequeath and dispose of all his or her personal estate remaining at his or her decease and all his or her rights thereto and interest therein, subject to the payment of debts, and all such estate not disposed of by the will shall be administered as intestate estate.

SECTION 4. 247.02 (8) of the statutes is amended to read:

247.02 (8) At the suit of the parent or the guardian of the person of a party marrying without the consent of said parent or guardian where such consent is required by s. 245.02, provided the action is commenced before said party reaches the age of ~~21 years if a male or~~ 18 ~~if a female~~ years and within one year after the marriage.

SECTION 5. Wherever the term "twenty-one years", "21 years" or "21" appear in the following sections of the statutes the term "18 years" is substituted: 29.09 (1), 36.31 (6), 38.19 (1) (d), (2), (4) and (5), 46.10 (14), 48.34 (2) and (3), 48.35 (2), 48.44 (2), 48.52 (3), 48.53 (2), 49.45 (8), 49.47 (1), (4) and (6) (a), 54.08 (3), 54.10, 54.12 (1), 54.14, 54.15 (1), 62.13 (4) (d), 66.054 (8) (a), (9) (g), (10) (a), (11) (a) and (b), (22) and (23), 66.402 (1) (c), 92.03 (4), 102.17 (6), 103.69 (1) and (2), 106.02, 108.02 (5) (g) 16, 137.01 (1), 155.06 (2), 156.045 (1) (a), 156.08 (2) (a), 158.11 (1) (a), 159.08 (2) (a), 161.28 (2), 161.30 (12) (f), 176.05 (9), 176.31 (2), 176.32 (1), 180.44, 181.30, 187.01 (1) and (4), 187.13 (1), 206.41 (1) (b), 225.01, 245.02 (2), 319.01 (2), 319.175, 319.32, 319.61 (1) and (11), 319.64 (4), 319.67 (4), 343.12 (2) (a), 343.15 (4) (d), 343.30 (6), 345.93, 440.26 (1), 448.06 (1), 448.11, 449.05 (1) (b), 450.02 (1), 453.06 (1), 455.04 (1) (a), 456.04 (3), 856.23, 861.35 (1) and (2), 893.135 (1), 893.33 (1), 895.04 (4) and 990.01 (3) and (20).

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OFFICE OF THE GOVERNOR

Following are important points concerning the procedures and effect of the Age of Majority bill, which Governor Lucey signed on March 21, 1972.

1. The bill will go into effect at 12:01 A.M., on Thursday, March 23, 1972.

2. The following are areas of the law which are effected by the Age of Majority bill.

    1. 18 year olds may serve in the following occupations as long as they meet all other requirements: funeral directors, barbers, policemen, firemen, detectives, doctors, optometrists, pharmacists, veterinarians, psychologists, nursing home administrators, cosmetologists, notary publics, life insurance agents.
    2. Lowers the age limit for determining additional allowable income for persons in public housing due to the presence of minors in the household.
    3. Lowers the limit under which a free vocational, technical and adult education can be given to Wisconsin citizens.
    4. Allows males to act as messengers and females to act as bell hops and golf caddies over the age of 18.
    5. Removes stiffer penalties for selling narcotics, dangerous substances and dangerous drugs to those between 18 and 21. The penalties are now the same as for adults, and special penalties apply only to those under 18.
    6. Allows 18 year olds to buy, sell, and drink liquor, as well as beer.
    7. Allows 18 year olds to establish business, non-stock, religious and missionary corporations, and to be incorporators.
    8. Allows all 18 year olds to marry without their parent's consent.
    9. Establishes 18 as the upper limit for guardianship.
    10. Allows 18 year olds to operate school buses.
    11. Allows 18 year olds to be beneficiaries of estates and have control over their inheritances.
    12. Allows special allowances from the government for survivors' benefits for educational purposes only until 18 years of age.
    13. Defines "adult" in the statutes as one who has attained the age of 18 years.
    14. Defines "minor" in the statutes as one who has not attained the age of 18 years.

15. Allows 18 year olds to have complete control over any property that is in their name.
16. Makes 18 year olds legally responsible for their actions.
17. Allows 18 year olds to sign contracts, and to be held responsible for those contracts, of course, allowing for the consumer protection aspects of the time lapse for approval, etc.
18. Allows 18 year olds to obtain welfare and unemployment compensation.
19. Makes parents no longer legally responsible for education and welfare of their sons and daughters over 18 years.
20. Confers all the rights given to adults to all those over 18 years of age.

3. Although the Age of Majority bill originally lowered the age for state jurisdiction of juvenile offenders to 18, the passage of Senate Bill 296, (The Youthful Offenders Act) raises that age limit back to 21 years. This involves all those under 21 in the custody of the Department of Health and Social Services and in any juvenile institutions or regular penal institutions in the State of Wisconsin.

4. Although the Age of Majority bill lowers the upper limit for receipt of medical assistance under Title XIX of the Social Security Act to 18, that Title XIX itself established 21 as the age limit. Therefore, those between 18 and 21 will still continue to receive medical assistance if needed. Wisconsin is in violation of the federal code, and action will be taken in the next session of the legislature to remedy the inconsistency.

5. The basic presumption on any bill is that it is not retroactive. Therefore, any legal documents drawn up prior to March 23, 1972, at 12:01 A.M., will be governed by the law regarding adults and minors in effect at the time of the drawing up of such contracts or legal documents.

6. Regulations of the University of Wisconsin will not be specifically affected by the Age of Majority law, because they are not contained in the statutes. For University regulations to change, action by the Board of Regents would be necessary.

7. The original Age of Majority bill eliminated free treatment for handicapped children between 18 and 21 at the Wisconsin Orthopedic Hospital for Children. However, an amendment was passed by the Senate and concurred in by the Assembly, that deleted the important section dealing with this treatment. Therefore, those between 18 and 21 will still receive free treatment at the Children's Hospital.

18 Age of Majority

New Adults' Rights Outlined

The office of Gov. Patrick J. Lucey Thursday issued a list of major changes made by a new law setting 18 as the age of adulthood in Wisconsin.

The new law, signed by Lucey Tuesday, went into effect at 12:01 a.m. Thursday.

"THE BASIC presumption on any bill is that it is not retroactive," the governor's spokesman said. "Therefore, any legal documents drawn up before Mar. 23, 1972, at 12:01 a.m., will be governed by the law regarding adults and minors in effect at the time of the drawing up of such contracts or legal documents."

The new law gives all rights previously reserved to persons over 21 to those over 18 years of age. Eighteen-year-olds are now legally responsible for their actions and parents are no longer legally responsible for the education and welfare of their sons and daughters over 18 years of age.

By subject, other changes are to:

Drinking — Allow 18-year-olds to purchase, sell, and drink liquor, as well as beer.

Marriage — Allow 18-year-olds to marry without parental consent.

Contracts — Allow 18-year-olds to sign contracts and be held responsible for those contracts.

Property — Allow 18-year-olds to own property and have complete control over any property in their name.

Estates — Allow 18-year-olds to be beneficiaries of estates and to have control over their inheritances.

Corporations—Allow 18-year-olds to establish business, non-stock, religious, and missionary corporations and to be incorporators.

Jobs — Allow 18-year-olds to serve in certain occupations that previously were restricted to persons over 21, including funeral directors, barbers, policemen, firemen, detectives, doctors, optometrists, pharmacists, veterinarians, psychologists, nursing home administrators, cosmetologists, notary publics, and life insurance agents, providing they meet all other requirements. Males will be allowed to act as messengers and females to act as bell hops and golf caddies at age 18. All 18-year-olds will be permitted to drive school buses.

Drugs — Remove stiffer penalties in state law for sale of narcotics, dangerous substances, and dangerous drugs to perons 18 to 21. The tougher drug-pusher penalties now apply only for sales to persons under 18.

Welfare — Allow 18-year-old to obtain welfare and unemployment compensation.

Benefits — Allow special allowances from the government for survivors' benefits for educational purposes only until 18 years of age.

Education — Lower the limit under which a free vocational and adult education can be given to Wisconsin citizens.

Housing — Lower the age limit for determining additional allowable income for persons in public housing due to the presence of minors in the household.

The governor's office said University of Wisconsin regulations will not be specifically affected by the new law, because those regulations are set by Board of Regent rules. Changes would have to be made by the regents.

It's Not Retroactive

Adulthood at 18: What New Law Will Provide

The new law setting 18 as the age of legal adulthood in Wisconsin provides for many major changes but none of them is retroactive, the office of Gov. Patrick J. Lucey said Thursday.

The governor signed the law earlier in the week and it went into effect at 12:01 Thursday. Lucey's office issued a list of the major changes later in the day.

"The basic presumption on any bill is that it is not retroactive," the governor's office said. "Therefore, any legal documents drawn up prior to March 23, 197[illegible], at 12:01 a.m., will be governed by the law regarding adults and minors in effect at the time of the drawing up of such contracts or legal documents."

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Legal Adulthood at 18—What Does It Mean to Youth

By Linda Winkleman
Journal-Times Staff

What do Wisconsin's 18 to 21-year-olds think of their new legal adult status?

A sampling of opinions in Racine today showed that some think it's great; some think it could be disastrous; and a good many haven't thought about it at all.

Taken today by the Journal-Times, the survey is small, but it showed that not all the "new" adults are excitedly anticipating the glories of adulthood, of being absolutely responsible for one's own self.

Although the right to drink at any bar has seemed to be a focal point of discussion about the new law, most youths questioned seemed to show little interest in that right.

The bill goes into effect officially at 12:01 a.m. Thursday, after Gov. Patrick Lucey signed it Tuesday.

Young people will now, as legal adults, be able to do such things as enter into valid contracts, donate a body or parts for research, or engage in dozens of licensed occupations.

Census figures for 1970 showed there were 7,751 persons between 18 and 20 years of age in Racine County. That is 4.5 per cent of the total population in the county, according to the 1970 report.

Roz Lenzke, 19, 2101 Haze Ave., University of Wisconsin-Parkside freshman: "Kids will have the independence they always said they wanted. They can't blame their parents now if they do things like get in debt, or wreck a car — these are things they have done themselves; they are legally responsible." Miss Lenzke also noted that youth who have complained about their environment can now change it by being able to get their own apartments, taking out loans. She also said she felt the novelty of being able to drink at any bar "will wear off after the first few months. I also think kids will go where their friends are. Some establishments probably won't even see 18-year-olds."

She also said, however, that she felt most would not "go out and start drinking" simply because they had the right.

Diane Tennessen, 19, 1309 Geneva St., secretary, Western Publishing Co. Inc.: She indicated the most significant part of the bill concerning her was the legal right to enter into contracts — to buy a car, or to borrow money. "It's different if you're working than if you're going to school. Now you won't have to have everybody sign things first.

"As far as being able to go to a bar and drink . . . big deal" Miss Tennessen commented, that she "never really thought about (the new law) that much."

Pat Berns, 19, 2024 Grand Ave., Parkside sophomore: "I don't think it's that big a thing. In a way, it could be a bad thing: there are so many foolish people under 21. It could be a big hassle, and could mean a lot of trouble, such as kids drinking too much, or being in debt.

RACINE JR.
MAR 2 2 1972

Carol Madsen, 18, 1723 Blaine Ave., Parkside Freshman: "I don't think it will affect me at all."

Paul Chapman, 19, 922 Crabtree Lane, Parkside junior;: He said he didn't care about drinking, but said he was working and had just bought a motorcycle for which his father had signed — a par practice the bill changes. "If you buy something it should be in your name," Chapman said.

Sharon Reesman, 18, 1222 Lawndale Ave., personnel clerk, J. I. Case Co.: "I don't think it will change things too much." She said she wasn't planning anything different for her life because of the new law, and said perhaps the big difference for youth would be that more would be buying new cars.

Jim Dalrymple, 18, 7119 Lamberton Road, Parkside freshman: He said there was nothing in particular about the new law he was interested in except perhaps "the legality of the thing — not having to have parents sign." He said he thought "maybe, at first," many young people would be going to bars, but "it would be a minority, I think."

Eileen Buehrens, 18, of 3116 97th St., Sturtevant, Wisconsin Telephone Co. employe: "I don't like it. I wish we did not have it. I think it's too much responsibility and I don't think the kids realize it."

Nancy Buehrens, 19, a Parkside sophomore, and sister of Eileen disagreed with her: "I think it's good." She said although there are exceptions, that 18 year olds are as responsible as 21 year olds. She said she might go to a bar, "just to see what it's like."

Vivian McGowan, 20, 1322 Prospect St., Parkside sophomore: "I really hadn't thought about it. It don't think it will make that much difference."

Peggy Rehberg, 17, 12305 Adams Road, Franksville, Parkside freshman: "I think it's good. Young people are growing up faster . . . a lot are adults at 18." She said, however, "It's still bad to have an arbitrary age level," and added she felt there are a lot of social as well as legal implications in the new law. She said she felt an initial interest in going to bars would wane and that "other implications of the law will become more important."

Joellyn Temple, who will be 18 Thursday, of 2825 Shamrock Drive, Parkside freshman: "I've heard kids say they are going to bars at 12:01 Thursday the minute the law goes into effect. That just shows how immature they are." She also said she thought it "is bad to set an arbitrary age at 18, especially since many are still in high school," but indicated she was generally in favor of the law, since many will be able to "learn to be responsible thmselves." They may make mistakes and lose out (financially), "but 21 is pretty old to start making mistakes and to start growing up.

Both Miss Temple and Miss Rehburg, said the drinking part was "no big deal," but would take advantage of it "only if the situation arises."

Jay Pendell, who'll be 20 next week, 1610 4 Mile Road, sales promotion specialist, Western Publishing Co. Inc.: "The most important part is that people are finally realizing that most of the 18 to 21 year olds are capable of handling some responsibility as adults. There are a few exception for those under 21 as well as those over 21, but most can handle the responsibilites."

He said be probably would be interested in being able to borrow money or enter into a contract. "You can make the purchase and have the use of it while you're paying for it, without having to wait until you save enough." He thought the right to drink would not have much effect, "except for maybe the first week or two." The new law may "put a burden on some of us, because of some people who abuse the privilege." Some may not realize the responsibilities of a binding contract, he said.

Terry Amerson, 20, of 1537 Grange Ave., Parkside freshman: "I really haven't thought about it's implications. I don't think it will affect me that much. I'm not going to go out drinking because I'm able to." Amerson expressed fear that some youth might be taken in by businessmen as they enter into contracts. "I'm liberal, but I'm afraid of it. For some people it might be great, but I think some are going to get hurt." He said he was a lot more mature now that he was at 18, and "I think I'm pretty average."

James Kunka, 18, 2914 Green St.: "I'm not really intending to do anything (because of the law). I'm not going out drinking." He said he was planning to get married in August and said he didn't think the law will be affecting him much. He said he definitely thought there would be abuses of the rights, however.

John Talbert, who'll be 20 this month, and is a test technician at J. I. Case Co.: Talbert, who is married, expressed mixed feelings about the law. He said he thought the right to have licensed occupations "is great," but being able to borrow money "is a different story." He said he thought there might be more young people in bars, but as for him, "I don't go in that often."

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Instant Adulthood—Few Big Changes

By Robert W. Wells
of The Journal Staff

Most 18 year olds in Wisconsin who went overnight from dependent juveniles to responsible adults by legislative fiat last week noticed no dramatic change in their lives.

MIL. JOLIS
MAR 26 1972

Parents were no longer legally required to pay for their pizzas, but the newly created adults continued to show up for family meals as before. They ate just as heartily as in the days of their youth, which ended with Gov. Lucey's signature of the bill lowering the age of adulthood from 21.

The only change in their status that aroused much interest was its effect on drinking habits. In such places as Milwaukee, where it had been illegal for an 18 year old to have even one beer without going out of town, it suddenly became permissible to take his place at the bar and order anything he could pay for, like any other adult.

If the celebrating got out of hand and led to such complications as a signed contract or a lawsuit, however, the 18 year old found adulthood had drawbacks as well as privileges.

A lad who signed a contract provided by the sharpie on the next barstool, obligating him to buy a half interest in a Nepalese jute mill, could no longer plead lack of parental consent.

For that matter, an 18 year old whose girl friend has been bugging him to buy a marriage license can't go on saying he'd like to but his mama won't let him. Now that he's adult, mamas have no more say about it—officially, that is, although as a practical matter they can be expected to say a great deal.

There are other catches to the new law, and not only for the birthday boys and girls of 1951 through 1954. It is expected that judges will take a sterner attitude toward some 17 year olds who get in serious trouble with the law.

Until last week, a juvenile judge could specify that a 17 year old delinquent be supervised by the State Corrections Division until he was 21.

With 18 now the cutoff date, except for youths sentenced before the new law went into effect, Sanger Powers, division head, predicts that judges will be more likely to use an option in the law transferring jurisdiction to an adult court.

If serious problems arise, it's possible the Legislature may change the rules on supervision of juvenile delinquents, perhaps restoring the 21 year old deadline for release from state supervision. A bill to this effect died when the Legislature recessed, but it could be revived.

Meanwhile, however, 18 remains the cutoff date, and judges are expected to react accordingly.

Many of the new law's provisions seem unlikely to have widespread effects. Most 18 to 20 year olds will not make wills, although they're now permitted to do so.

An 18 year old can now leave his brain to science without asking parental permission. For that matter, he can donate his entire body to a medical school, but it seems improbable that this provision will cause any sudden surplus for the laboratory courses.

Now that the law no longer considers 18 year olds children, some occupations formerly closed to anyone under 21 have been opened to them. At least one 18 year old, Michael Schwai of Cedar Creek, got his bartender's license last week, and others are likely to follow his example.

As far as age is concerned, an 18 year old may now also be a funeral director, embalmer, master barber, life insurance agent, notary public, chauffeur, private detective, physician, optometrist, pharmacist, psychologist or veterinarian, providing he meets other requirements.

He can incorporate a corporation, serve on a jury, vote in a religious society and join with nine other adults to incorporate as a missionary corporation.

Support Cutoff

The new rules affect some Wisconsinites who are well beyond their teens, including divorced fathers who are required to pay support money until their children are no longer minors.

Circuit Judge Marvin C. Holz, who heads the family court complex here, said that until the new law was signed judges had no authority to require a divorced parent to support any child over 21. Now, he said, the judges have no authority to go beyond age 18.

Some court orders in divorces already granted may have to be argued out in court again, Holz said, but he believes that if these judgments specified support of minors, the new law means such support can end when the minor reaches 18.

If a divorce settlement specifies support until the child is 21, the situation is less clear, Holz went on.

Opinions Vary

It could be argued that such a provision was no longer binding past age 18 because of the change in the age of adulthood, the judge said. But it could also be argued that when age 21 was specified, the intent was to keep the support payments in force until that milestone.

The law will also affect divorce settlements in which the wife is permitted to live in the family homestead until the youngest child reaches the age of majority or is otherwise emanciated, Holz pointed out.

Lowering the age of majority three years will mean that the wife in this situation will have to leave that much sooner, he indicated.

Voluntary Now

In many cases, Holz said, both parents agree that the children should be helped to go to college. Under the new law, however, the father's help will be voluntary.

"This is going to give him more leverage in dealing with his children, if they know that he doesn't have to support them unless he wants to," the judge said.

Another result of the new law was made obvious last week when 10 adults under 21 showed up at the Courthouse on the first day after it took effect to claim money that courts had put in trust for them.

The funds had generally been set aside after a judgment or settlement involving a lawsuit. The 10 received a total of $13,534 that would otherwise have stayed in trust accounts until they became 21.

An estimated 600 other new adults are awaiting money due them from court judgments, mostly involving accident suits.

About 1,350 Milwaukee County residents aged 18 to 21 are receiving welfare and will not be affected by the new law. If parents quit supporting other 18 to 20 year olds because such support is no longer legally required, additional young welfare clients may show up on the rolls.

Since 1969, children over 18 have not been included in the Aid to Families with Dependent Children payments.

For college students, the effects of the new law are somewhat uncertain. Most campus rules remain unchanged, but at some schools the regulations are to be reviewed in light of the change in state law.

Can Sign Leases

At Marquette University, alcoholic drinks are now permitted in dormitory rooms and semiprivate lounges as well as outside Brooks Memorial Union from 2 to 9 p.m.

Alcoholic beverages are still forbidden in University of Wisconsin dormitories and in some of the smaller colleges.

Parental signatures will no longer be needed in leasing apartments off campus, but UW reports that contractual guidelines for dormitories may have to be decided by the Board of Regents.

The new law has an effect on a wide variety of other matters, ranging from permitting 18 year old girls to work as bellboys to lowering the penalty for selling drugs and narcotics to 18 year olds.

Little Noticed

For most of the 250,000 newly created adults, however, its results were hardly noticeable. Teachers who'd planned midterm exams for juveniles showed no sign of canceling them now that the students were men and women.

Parents were still buying groceries in most households for their newly grown children. And mothers were complaining that the resident adults' rooms were just as sloppy as in the old days before the law was passed and the children were still kids.

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GET READY TO VOTE

Since the last presidential election 35 million potential new voters have been effectively added to the electorate. The 26th Amendment has enfranchised 11 million 18- to 20-year-olds. Another 14 million young people have reached voting age since 1968. The 1970 Voting Rights Act Amendments and related Supreme Court rulings have lifted literacy and durational residency requirements, to qualify some ten million more people.

The first step in this series of recent events was the Voting Rights Act Amendments of 1970. The 1970 Amendments extend and expand the provisions of the Voting Rights Act of 1965, which would have expired in 1970. Title I extends to 1975 those provisions of the 1965 Act dealing with the sending of federal examiners and the requirement of federal approval of election law changes in those states and counties which (a) showed less than 50 percent of the persons of voting age registered or voting in the 1964 presidential election (changed to the 1968 election by the 1970 Amendments) and (b) used discriminatory tests or devices to deny the right to vote.

Title II extends to *all* the states the prohibition against use of "tests or devices" to deny any citizen the right to vote. On December 21, 1970 the Supreme Court ruled unanimously that Congress had the power to prohibit the use of such tests, defined as literacy in English, the ability to read and write, good moral character, and the voucher of another person.

Title II also eliminates durational residence requirements of more than 30 days for elections for president and vice-president and guarantees to any citizen who cannot meet this minimal requirement an absentee ballot for president and vice-president from his place of former residence.

The next "event" was the passage of the 26th Amendment to the U.S. Constitution, which superseded both Title III of the Voting Rights Act Amendments and the Supreme Court ruling on it. Ratified on June 30, 1971, the Amendment provides that "the right of the citizens of the United States, who are eighteen years old or older, to vote, shall not be denied or abridged by the United States or by any state on account of age."

On March 21, 1972 the Supreme Court ruled in *Dunn v. Blumstein* that states may not impose durational residence requirements as a qualification for voting in any election (see explanation in introduction to footnotes, back cover). The decision implies that the deadline for registration to vote should be no more than thirty days prior to an election.

Among earlier steps to expand the franchise, the 1955 Federal Voting Assistance Act, with its 1968 amendments, still stands. It attempts to facilitate absentee voting for members of the Armed Forces and the Merchant Marine, their spouses and dependents, and all employees temporarily residing overseas (and their dependents and spouses residing with them). The Act, as amended, urged states to enact laws permitting the above-named groups to register and vote by absentee process, through use of a uniform postcard application (Form 76, referred to in column 13, inside back cover).

A second amendment suggested to the states that members of the Armed Forces, as well as their spouses and dependents, who fully meet the requirements for registering and voting in a state be allowed to acquire legal residence in that state, notwithstanding residency on a military installation, and to register and vote in local, state and national elections.

It should be clear from a comparison of the above chronology with the charts on the following pages that though the law or the court may "require," "enable," "suggest," or "urge," the state must provide the machinery—and many have not done so. And even in those states which have made, or are in the process of making, statutory and administrative changes to conform or adjust to the standards set by the Voting Rights Act Amendments and the *Dunn v. Blumstein* ruling, the procedures may be cumbersome and complicated, subject to administrative error and conducive to voter frustration.

The initiative, in all instances, remains with you, the voter. You must make the effort to register before whatever deadline is set and then to vote. If you wish to register or vote by absentee process, you should make the required application well before the deadline and must execute and return the ballot exactly according to the instructions provided. **Please be sure to consult your local election officials for the most up-to-the-minute information on election laws.**

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LEAGUE OF WOMEN VOTERS 1780 M Street, Washington, D.C., 20036

GET READY TO VOTE

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WISCONSIN VOTER INFORMATION

REGISTRATION

Must be 18:
By day of the Primary in order to vote in it.

By day of the General Election in order to vote in it.

Register by Mail:
Yes
(Wisconsin does not require registration in rural areas)

Last Day of Registration:
Before Primary: Mar. 15-22/ Aug. 23-30

Before General Election: October 18-25

(Deadlines vary according to locality)

Where To Register:
City, Town or Village Clerk (Milwaukee-- Board of Election Commissioners)

Residence Requirements For:
State: 6 months
County: None
Precinct: 10 days

Permitted In:
Primary
General Election

* * * *

ABSENTEE VOTING

Request Absentee Ballot When:
Between 90th and 3rd day prior to election.

Secure Absentee Ballot From:
Town or City Clerk
(Milwaukee--Board of Election Commissioners)

Use of Standard Form 76:
No

Voted Ballot Must be Received by Election Officials:
In time to be delivered to local Precinct by 8 P.M. of election day.

* * * *

1972 ELECTIONS (GENERAL ELECTION, NOVEMBER 7)

Primaries:
Presidential: April 4
State: Sept. 12

State Legislatures:
Upper House: 17 of 33
Lower House: 100 of 100

No Election for Governor

Senators Whose Terms Expire:
None

House of Representatives:
U.S. House Seats: 5-D
5-R
New No. of Seats: 9
Change: -1
Electoral Vote: 11

* * * *

STATE PRESIDENTIAL PRIMARIES

Date:
April 4

Type of Primary:
Open

Type of Presidential Preference:
Direct

Delegate Selection:
Yes

Type of Commitment:
Binding

* * * *

METHOD OF DELEGATE SELECTION

Democrats:
Primary
1972 Convention Vote: 67

Republicans:
Primary
1972 Convention Vote: 28

* * * *

PARTY AFFILIATION AND PRIMARY VOTING

No party declaration: receive ballot of all parties but may vote only one party.

ELECTION ADMINISTRATION

Polling Hours:

7 a.m.-8 p.m.
(Open at 9 a.m. in some cities, villages, towns)

Wisconsin law permits employees to take time off from work to vote.

Voting Lists Available to the Public:
Yes

Use of Voting Machines:
Most areas

Registration Outside of General Office:
Permitted

Deputized Registrars Allowed:
Yes

Central Office Registration on Evenings and Saturdays:
Permitted

Cancellation of Registration for Failure to Vote:
4 years

* * * *

YOUNG VOTERS

Voting Age Population 1972 (est):
2,955,000

18-20 year olds:
255,000

21-24 year olds:
290,000

Total New Voters:
544,000

Margin of 1968 Victory:
61,193 (Nixon)

* * * *

ELECTION '72 TIMELINE

September 12 -- Wisconsin Primary

October 25 -- Registration deadline for general election

November 7 -- GENERAL ELECTION

* * * *

VOTING STATISTICS: 1968 and 1970

Year:	Voting Age Population	% Turnout VAP	Registered Voters	Total Voters	% Turnout Registered Voters	% '68 Vote President Dem.	% '68 Vote President Rep.	% 1968 & 1970 Vote for Congress Dem.	% 1968 & 1970 Vote for Congress Rep.
1968	2,484,000	68.1	2,425,000	1,691,538	69.8	44.3	47.9	45.3	54.7
1970	2,636,000	51.00		1,343,160				56.2	43.8

LEAGUE OF WOMEN VOTERS OF WISCONSIN

May 1972

Report on state-wide League survey on the teaching of local government in Wisconsin schools

During the past year twenty-one local Leagues in Wisconsin have surveyed thirty-one school systems to discover how local government is being taught.

The survey was originally proposed in the spring of 1970. A state-wide committee was appointed to design the survey form, and after working from September of 1970 until March of 1971, the committee had developed a form which was then made available to any local League in the state interested in conducting the survey. Besides the twenty-one Leagues which have completed the survey, two other Leagues are now in the process and several others are considering doing the survey sometime in the future.

Initial contact was made for each survey through a letter from the state League president to the local board of education and to the superintendent of schools. Personal interviews were then conducted with representatives of the central administration of each school system, secondary school teachers and administrators, elementary school principals and teachers, and librarians--including, where possible, both central administration instructional materials staff and school librarians, both elementary and secondary.

School systems differed so greatly in size and organization that uniform designation of personnel to be interviewed was impossible. What the committee then aimed for was a sampling from a variety of perspectives.

The interviews centered around questions regarding the perceived importance of teaching about local government, the extent to which such teaching about local government, the extent to which such teaching is being done, the responsibility for curriculum development in this area and the nature of the teaching being done, problems in securing instructional materials and other resources on individual local governments, personal evaluation of adequacy of present programs.

There is very general agreement that an understanding of the workings of local government should be a basic part of every student's education. However, it is also agreed that such is not presently the case. All school systems interviewed are providing <u>some</u> programs on local government, but in most school systems the majority of students are not exposed to such programs at all or to any great extent. In other words, the local government content of most social studies programs is very limited and is considered by the majority of those interviewed to be less than an adequate basis for responsible participation in government. In spite of the fact that a few teachers--working with relative independence--have developed some exciting approaches, nearly everyone agrees that there is plenty of room for improvement.

One stated goal of the League survey was to find good ideas which might be shared statewide. An even more basic purpose was to get League people and school people acquainted with each other and aware of their mutual concerns in educating new voters--with the hope that on-going cooperative efforts might be developed in the future.

Since completing the survey, at least ten Leagues have done or are planning some follow-up work with the schools. In addition to the specific projects being implemented, a number of ideas are being generated as future possibilities for cooperative efforts.

Most of the Leagues that have followed up have at least taken the responsibility to provide packets of information, city and county booklets, selected League publications and publication catalogs, and lists of elected officers and speakers or resource people for the schools. We suspect that other Leagues had also done this sort of thing even before the survey.

One Wisconsin League proceeded in a much more elaborate way. Five elementary school level packets were compiled with the theme, "Where do I live? Who represents me? What do they do for me?" Materials include: a big red tube containing five maps, one a 5 x 7' aerial view of city and town; a multi-pocket folder containing informative materials with bibliography, quizzes, and suggestions for field trips and speakers: large display charts with pictures of current aldermen and school board members.
Five junior high packets were developed emphasizing county government. The material was geared toward the April election of county officials and a referendum on county executive.
The senior high packets were developed suggesting a problem-solving approach to involve students in problems composed of actual local government issues and their impact on individuals. That League says, "Problems and avenues to pursue for solutions are proposed. These lead to elected and appointed officials. The importance of voting and the selection of candidates according to ability and stands on issues may emerge."

In another community school officials offered to provide equipment, film for slides and video tape if League members would contribute their expertise on local government. There are possibilities of making a "mini-documentary" on some local issue such as transportation or an aspect of pollution. Students, staff and League members could actually work together on producing such material and then make it available not only to the schools but also to P.T.A.'s and other community organizations.

In one community a social studies teacher is considering organizing one of his classes as a "little League" (co-ed) to choose a "local agenda item" and do a study in preparation for action. League members may be helpful in developing procedure and as resource people.

Other Leagues are sponsoring or co-sponsoring a Local Government Day to bring together teachers, students, and local officials to meet socially and to examine local issues, structure and personnel of government in a variety of ways. These can include discussion groups, workshops, media presentations or various combinations. One League is sponsoring a county-wide meeting for teachers on the teaching of local government.

There are many other ways in which individual League members can become useful to the schools. For example, League members can help with field trips related to local government in several different ways. A successful field trip involves good preparation, conducting, and follow-up. A variety of tools including class presentations, discussions, posters, bulleting board displays, or slide presentations can be developed by League members to enhance the value of a field trip. Some of the things League members have been learning through "court-watching" could be particularly helpful to students who are visiting court rooms to watch proceedings.

Some teachers encourage students to attend the regular meetings of elected or appointed policy-making bodies. League members could be helpful here in providing background on the make-up of that body, the current personnel, duties, responsibilities, modus operandi, and current issues likely to be on the agenda. League members might also be useful in follow-up on such meetings to answer student questions and suggest ways in which students could pursue certain matters further.

Communities in which the League surveys were conducted in 1971-1972.

Appleton
Beaver Dam
Dane County (selected schools)
Dunn County (selected schools)
Janesville
Kenosha
LaCrosse
Milwaukee County (selected schools)
Neenah-Menasha
Oconomowoc
Oshkosh
Pierce-St. Croix County (selected schools)
Racine
Rice Lake
Ripon
Stevens Point
Sturgeon Bay
Watertown
Wausau
Wisconsin Rapids area (selected schools)

Several other surveys are currently in process.

For up-to-date information or further details on people involved in these surveys and the follow-up projects, contact

The League of Women Voters of Wisconsin
433 West Washington
Madison, Wisconsin

Check with your local League of Women Voters to see what materials and resources might be available to you. If you don't know any local contacts, write to the State League office at the above address for names.

MONONA GROVE HIGH SCHOOL

E L E C T I O N - - 1 9 7 2

1. Parent-student panel on election issues and/or parent-student discussion groups.

2. Nixon and McGovern representatives on a panel in the Social Studies large group room (and/or Math or Science, if situation calls for it on a shorter schedule) during all periods of a scheduled day.

   Suggested topics:

   (a) Each candidate's views on issues effecting youth.

   (b) How students may help in the campaign if they wish.

   (c) Youth and the future.

   Suggested format:

   (a) Each representative given 10 minutes for his candidate's views on the above.

   (b) Five-minute question-answer directed to each representative following formal statement.

   (c) Twenty minutes of general questioning directed at either or both candidate's representatives.

3. Government organization and election process.

   (a) Use of transparencies and disucssion of national, state, and local government organization.

   (b) Party national conventions.

      1. Get information from party headquarters.

      2. Have convention delegates with differing views within both parties in class discussions with students.

   (c) Have state and local candidates into classes to the extent to which issues and events prescribe.

   (d) Election process procedural changes?

      1. This issue may be an integral part of above program activities.

      2. Special class consideration.

4. Student invovlement in campaign outside classroom.

   --Student school party steering committees to coordinate student involvement and act as liaisons between students and campaign headquarters.

5. Student involvement with the classroom.

   (a) Inclusion in the above activities and a final summary.

   (b) Student research of issues (list on board, select, and use various media and reports)

   (c) Straw vote each week from start of school with a chart in Diana's room for 9th
   Ray's room for 10th
   Bill's room for 11th
   Bob's room for 12th

   Room 17 "Election Central"

6. (Check with Ray on his program on processes.) Slide and video tape, etc. programs during two weeks prior to convention.

7. Analysis of election results on November 8.

8. Voter registration.

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Community Involvement in Politics

1. Would you describe your political activity as:

   (a) _____ slight to none
   (b) _____ some
   (c) _____ average
   (d) _____ considerable
   (e) _____ highly active

2. Check all the items that apply to you:

   (a) _____ attended a ward, unit or county political meeting
   _____ attended a school board meeting
   _____ attended a city, village or county board meeting
   _____ attended a public hearing on some matter
   (b) _____ registered to vote
   _____ live in a city under 5,000--registration hasn't applied
   (c) _____ voted in a primary election within the last year
   _____ voted in a regular local, county or state election in the past two years
   _____ voted for a senator or representative to congress
   (d) _____ political party member
   _____ informal or nominal party member
   _____ contributed to a political campaign
   _____ attended a political rally--political speech or panel of candidates--coffees
   (e) _____ circulated nomination papers for any candidate
   _____ circulated or signed a petition on some issue
   _____ written a letter to a politician
   _____ called a public official with a complaint, grievance or compliment
   _____ participated in a protest march or demonstration
   _____ other political activities (please list) _____

3. Would you describe yourself as:

(a) (Party of Choice)	(b) (Political Orientation)
_____ Republican	_____ Liberal
_____ Democrat	_____ Conservative
_____ Independent	_____ Silent majority or minority
_____ Other (please name)	_____ Don't feel any apply
_____	_____ Other (please name) _____

4. Are you a political activist? _____Yes _____ No

Mayville Public Schools
Young Voters Week

1. We do not feel that voter registration is the key issue as registration is not required in Mayville or many other small communities throughout the state.

   a. The question of voter registration and its procedure was handled in our political science and contemporary affairs classes.

2. We feel that an informed voter is the key to success in getting the voter to the polls on election day. Controversial issues do more to stir up voter interest than political party affiliation. Therefore, we recommend that Young Voters Week be directed toward presenting the issues of the time to the perspective voters.

Some possible activities for Young Voters Week

1. Art classes making posters on election issues and displaying them throughout the school (Vietnam, the economy, U.S. relations with Red China, the poor, ecology, etc.).

2. Each morning when announcements are read, have information and questions pertaining to the issues of the time.

3. The Student Council could be in charge of the bulletin boards in the cafeteria and hallways and present the candidates and their stated position on the key issues.

4. The mechanics of voting and the importance of an intelligent and well-informed populace would be stressed in political science, contemporary affairs and other social science classes. Students in each social science class would be in charge of the bulletin boards and each day attention would be directed toward new information appearing on them.

5. If possible, state or national political hopefuls could be called in to speak to the juniors and seniors.

6. Develop a section of the school paper (the Cardinal Chatter) to be directed toward political opinions of the students.

7. Have the journalism class write up the activities of the week and put it in the local paper.

   The key of the activities would be to present the issues, and if possible the stand of each politician on the issues but in no way attempt to sway or determine the vote of the student. The student would be aware of the issue, the politician's stand on the issue and would then make up his own mind on who to vote for.

8. The librarian can present a display of books, magazines and newspapers in a prominent place in the library on political issues, parties and candidates; this material would be available to the students.

9. The political science class and the contemporary affairs classes would present a panel discussion before eligible voters.

Edgerton Senior High School
Edgerton, Wisconsin

Proposed Format for a Political Action Club (Non-Partisan)

Suggested objectives:

1. To learn the political process by active participation.
2. To help students become informed about candidates and issues in the fall campaigns--local, state and national.
3. To provide a vehicle through which the entire student body may be informed about political developments and moods during the fall.
4. To provide a base from which club members can take action on behalf of issues or candidates they desire to support.
5. To encourage voter turnout on election day, with special emphasis on first-time voters and absentee voters (family members in the Armed Forces, at school, etc.).
6. To give added emphasis to political units in the social studies classes.

Suggested activities:

1. Gather information on candidates by role playing, with roles and stances assigned at the first meeting. Subsequent meetings are then confrontations of students as "candidates." As the weeks go on, these candidates might put on a candidate forum for the student body to bring out the issues. As a result, a mock election held by the club members might have some meaning.
2. Encourage wide reading of daily papers and news magazines, and set up a news magazine sale through the school district for adults as well as students.
3. Become a service agency for candidates needing help (stamping, licking envelopes, distributing handouts, telephoning, chauffeuring, manning an election headquarters, babysitting on election day, etc.).
4. Set up a bright, informative bulletin board in a conspicuous place in the high school.
5. With funds raised through magazine sales, make a trip to Milwaukee or Madison to hear presidential candidates.
6. Place articles in newspapers as an education service.
7. Put on a campaign to encourage voter turnout on election day.

A Guide to Evaluating the Integrity of Political Study in School, K-12 *

We believe that it is a teacher's responsibility to guarantee the honesty of the work children are called upon to do. This obligation involves looking beyond the declarations made by publishers concerning the nature and character of classroom activities. Teachers must ask whether instructional materials maintain the integrity of the scholarship from which it is drawn.

To focus on essential aspects of political inquiry, the following four questions are suggested to guide evaluation of curriculum materials. These questions are:

1. Do the ideas children consider provide adequate ways of giving meaning to the actions of men, politics and government?

2. Do children have opportunities to confront the ideas of study with the actions of individuals and groups in their community and immediate environment?

3. Do children work with divergent and conflicting perspectives about political affairs?

4. Do children have opportunities to develop an awareness of the human origin of political ideas?

Some Questions to Guide Evaluation of Children's Political Study

The four questions are:

1. Do the ideas children consider provide adequate ways of giving meaning to the actions of men, politics and government?

Instruction in schools has often been concerned with the formal aspects of government, its legal structures and functions as typified by the simplistic and erroneous notion of checks and balances between the executive, legislative and judicial branches of government or the rituals of patriotism, such as reciting the pledge of allegiance or voting in class elections. The stressing of idealism and ritual without dealing with political realities has tended to produce youth that are ethnocentric, closed-minded and conformist in their approach to public affairs.

The ideas of study should enable children to realistically deal with problems of government and politics. These statements, generalizations or models should be broad enough to provide an orderly understanding of political activity yet deal with the range and depth of human variety. For example, to state that "all governments have rules which enable people to live in a society" tells us little about the variety of institutions or structural forces that dominate our world and the world of others.

Political study should enable children to honestly confront the social worlds in which men have lived, are living and might live. The ideas chosen for study should concern primitive communities that have changed little in a

*This material was prepared by the Political Science Subcommittee.

thousand years as well as the great power states. In addition, study should enable children to grasp and understand varieties of individuals, such as the politician in New York, the Roman patrician or the Chinese peasant. It is in struggling with sets of viewpoints that children can develop an awareness of human variety and the details and troubles of human conduct today.

2. Do children have opportunities to confront the ideas of study with the actions of individuals and groups in their community and immediate environment?

The difficulty of individuals to locate those who make decisions in our society has made a dominant question of our epoch Who Rules. The focus of political science is problems of power, with its methods of inquiry providing approaches to analysis that deal with the forces, groups and individuals which influence decisions that affect lives in our community.

Children should have opportunities to engage in interpretations of various situations using political ideas to direct their inquiry. Politics, as conceived by political scientists, is a broad range of activity that takes place inside and outside of government. Political activities occur within one's immediate environment, such as in a school, with peers or in a family. In addition, government and non-government institutions make decisions that affect distributions in society. The ideas of study should function as heuristic devices to inquire into the interplay of children's own experiences with the larger institutions and structures that influence their lives.

3. Do children work with divergent and conflicting perspectives about political affairs?

Political science has many competing and divergent perspectives or conceptual views. A perspective functions as a "lens" for thinking, talking and studying about our social situation. For example, children can give attention to politics through this "lens" of democratic pluarlism, civic culture or the two faces of power. Each suggests different questions to guide our observations and interpretations of events.

It is inadequate to explain any given phenomenon from a single conceptual apparatus. A perspective deals with only a narrow range of experience and a limited set of questions. Children should work with many different perspectives to develop an adequate view of society and its components. It is in the discovery of different and often conflicting modes of interpretation that children can enlarge their perception of the whole and challenge what was taken for granted.

4. Do children have opportunities to develop an awareness of the human origin of political ideas?

Work that is to maintain the integrity of political science must provide opportunities to reflect upon and gain insight into the limitations men place on their findings. Each political perspective is a heuristic fiction that men invent to order experience and give meaning to their lives. As abstractions, the ideas reflect the object, purposes and methods of study. Knowledge is thought to have no "being" apart from the activities of study. Hence, political scientists view their findings as tentative, changing and unfixed.

Encounters in school should enable children to become sensitive to the human origin of knowledge. Ideas should be dealt with as expressions of thought and distinguishable from the events and people they propose to describe. Children should come to understand that it is the very ideas of political study that is problematic--to be studied, tested and rethought in light of what we come upon.

These four questions can provide a guide to evaluating what children do in school. They seek to focus on intellectual honesty of children's study of political ideas.

REGISTER and VOTE

18–20 YEAR OLDS

Citizenship education means carrying ideas and decisions into action. Young people, 18-20 years old, now have the right and responsibility to make their influence felt by the ballot. Younger students, not yet voters, need to learn to participate actively in the political process. The critical issues of our times require the public's votes. Teachers and their students can make their citizenship education real by active involvement in registering young voters.

GET ORGANIZED

Find teachers and students in classes in your school building and your school district who will work with you. Send out a questionnaire, discuss organization in department meetings, enlist volunteers from social studies classes. SIGN PEOPLE UP. DEVELOP A WORK PLAN.

Talk over the educational value of a registration campaign with school principals, supervisors, parent groups, the Board of Education, students in social studies classes. Everyone needs to understand the importance of learning to be actively involved.

Remember that the election comes next fall. Get organized for a get-out-the-vote campaign.

REGISTERING

WHERE TO REGISTER. Many schools have arranged for registration in high schools.

If not, some schools can arrange for buses and car pools to take students to the place of registration. Where young people have reasons to be doubtful, make arrangements for going to register in groups. Registration booths can be set up at shopping centers, churches, community center buildings, public libraries in addition to the official registration headquarters. MAKE SURE YOUNG PEOPLE KNOW WHERE TO REGISTER.

WHEN TO REGISTER. Focus on a Registration Week or a series of Registration Days. Zeroing in on a time period of concerted effort gets results, but people can register right up to the legal deadline. Many of those in the 12th grade are 18 years old this spring. EMPHASIZE REGISTERING BEFORE SCHOOL IS OUT; in many places fall is too late.

WHAT IS NEEDED TO REGISTER. Find out what is needed in your community. Be sure that 18-20 year-olds can show PROOF-OF-AGE. School records are rarely enough; birth certificates or Social Security cards are likely to be needed.

NATIONAL COUNCIL for the SOCIAL STUDIES

WHO ALL YOUNG PEOPLE 18-20 YEARS OF AGE WHETHER OR NOT THEY ARE IN SCHOOL need to register.

High school students can learn from organizing active efforts to register not only their fellow students but out-of-school young people. Organize a card file of graduates from high school in 1971 and 1970. Use the high school yearbook or school records. Look for those who did not complete high school. Some schools can map out a geographic area and arrange for pairs of students to canvass door-to-door. Some schools can organize telephone-call campaigns. Some schools can send out postcards telling why and where to register.

PUBLICITY TRY ALL SORTS OF MEANS. Distribute buttons and tags. Get posters made. Arrange for radio spot announcements, particularly on those stations which appeal to young people. Put up posters in school and in youth centers and stores which young people use. Point out the opportunities in school assemblies. Use the school newspaper. Work up student panels to make the rounds of classes. Ask local stores to contribute newspaper advertisements. Print up and distribute handbills in stores, to parents and community groups, in youth centers.

STUDY See that students have opportunities to study the process of nomination and election, the issues and the candidates, local, state, and national, the significance of the youth vote, and the processes of political action. Active involvement must be thoughtful involvement.

CO-OPERATE Find out about other organizations in your area involved in getting young people registered. Work with them. Ask for their support. Get in touch with your state and local council of the NATIONAL COUNCIL FOR THE SOCIAL STUDIES.

Quick Quiz on Politics

FOR STUDENTS

(Originally an NEA quiz for teachers which has been slightly modified to apply to students)

Politics is one of the best words in the English language. It has been debased only because good people have neglected it. Our communities, our states, our nation, our world will be improved in ratio to the numbers of responsible and unselfish people who become versed or experienced in the art of government--hence, politicians.

Are you a good politician? Try these questions as a possible gauge of your political competency. Circle the Yes if that is your answer.

1. Are you a member of a political youth group in your school or community? Yes

2. Have you ever helped in a political (partisan or nonpartisan) campaign by doing at least two of the following: Yes
   - Telephoning?
   - Ringing doorbells?
   - Volunteering for clerical work?
   - Making a voluntary financial contribution?
   - Using a car or other facility to get out the voters on election day?

3. Have you ever written a letter on some political issue to any three of the following:
   - Your senior U.S. Senator?
   - Your junior U.S. Senator?
   - Your U.S. Congressman?
   - Your governor? Yes
   - Your state senator?
   - Your state representative?
   - Your mayor?
   - Your city council?
   - Your local newspaper?
   - A broadcasting studio?
   - A TV or radio news commentator?

4. Have you listened to or read carefully a speech by any political figure with whom you are in strong disagreement? Yes

5. Have you spoken out within the past six months, either in a private discussion or in a public meeting, in defense of your point of view on a political issue? Yes

6. Have you ever attended a political-party meeting on the local, state, or national level? Yes

7. Do you belong to at least one political group, either a political-party club or an independent action group outside of school? Yes

8. Have you ever run for a student office, or would you be willing to run if you were urged to do so? Yes

9. Have you ever visited any three of the following? Yes
   - The U.S. Congress?
   - Your State Legislature?
   - A U.S. Congressional Committee hearing?
   - A court session (juvenile, police, criminal, etc.)?
   - A court ceremony for new citizens?
   - A meeting of your school board?
   - A meeting of your county supervisors?
   - A meeting of your city council?

10. Have you made it a point to meet any two of the following: Yes
    - Your senior U.S. Senator?
    - Your junior U.S. Senator?
    - Your U.S. Congressman?
    - Your state senator?
    - Your state assemblyman?
    - Your mayor?

CAN YOU GIVE THE FIRST AND LAST NAMES OF:

11. Your senior U.S. Senator? Yes
12. Your junior U.S. Senator? Yes
13. Your U.S. Congressman? Yes
14. Your governor? Yes
15. Your state senator? Yes
16. Your state assemblyman? Yes
17. Your chief state school officer? Yes
18. Your mayor or the head of your local unit of government? Yes

DO YOU KNOW THE POLITICAL PARTY OF:

19. Your senior U.S. Senator? Yes
20. Your junior U.S. Senator? Yes
21. Your U.S. Congressman? Yes
22. Your governor? Yes
23. Your state senator? Yes
24. Your state assemblyman? Yes
25. Have you read a political novel or non-fiction book about conventions, elections, or someone's political career, etc.? Yes

How do I address my governor? My mayor? My congressman?

The handbooks differ, "The Honorable . . ." is an accepted pattern.

The Honorable John Doe
United States House of Representatives
Washington 25, D.C.

Dear Congressman Doe:

Simply change the title and address of any of your elected officials.

TO SCORE

Count four points for each circled Yes.

A	Excellent	86-100
B	Good	76-85
C	Fair	65-75

Score _____

Below 65 - Politically unsatisfactory!

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Criteria for Voter and Citizenship Participation Projects

Checklist

Do the Projects:

1. Encourage a desire for responsibility for future and continual involvement in our government? (K-12)
2. Adapt themselves to your group of students in a particular geographic area?
3. Relate more directly to student needs and interests?
4. Involve the community in the school as well as the school in the community?
5. Develop inquiry, inductive and critical thinking skills to discriminate truth from falsehood or fact from opinion?
6. Involve students in study investigations and rational decision-making solutions of contemporary issues?
7. Allow students active roles rather than passive ones?
8. Give all students an opportunity to share the planning or results of an activity?
9. Help develop a set of values consistent with a democratic creed?
10. Involve students and faculty members in "taking a risk"--risk of success or failure?
11. Encourage a desire to hear all sides of an issue?
12. Assist in knowing how to vote (voting mechanics--registration, ballots, voting machines, voting booths)?
13. Expose students to politics and provide information on political action?
14. Provide a body of knowledge which will encourage participation in our democratic society?
15. Help students examine critically their own values, beliefs and attitudes?
16. Help understand the objectives and functions of student government and its relationship to administration?
17. Allow students to examine issues that citizens in our society do not ordinarily examine--and that may be ignored by the major communications media?
18. Help students develop into useful, independent citizens?
19. Involve students mostly with realia?

20. Provide opportunities for all students to participate in a representative, democratically functioning form of government?

21. Encourage student participation in community activities?

22. Include a variety of activities?

Examples:

A. Field trips

1. Observe in action

a. Village board
b. Town board
c. City council
d. School board
e. County board
f. State legislature

2. Visit local, county and state officers (roles explained--follow with student questions).

3. Visit the polls (roles of election board explained).

B. Posters, bulletin boards, handbills, cartoons, caricatures.

1. Encourage participation for caucus and elections.

2. Create on issues and candidates encouraging citizen involvement.

C. Programs encouraging voting responsibility.

1. Arrange for invitations, speakers, publicity.

a. League of Women Voters
b. Government officials
c. Opponents campaigning
d. Precinct captain or another party worker

2. Secure a precinct map of your city or county--locate your voting center.

3. Examine a registration book in your community (prepare a similar one for classroom use).

4. Write letters to post-graduates between ages 18-21 to motivate their new voting responsibility.

5. Determine residence voting requirements.

6. Contact residents to determine if they are registered (if registration is required).

7. Skits

   a. Voting procedures, issues and responsible citizenship.

8. Campaigns

   a. School office elections
   b. Candidates in local, state, special purpose, county and national governments
   c. Work at party headquarters (both parties)
      1. Distribute literature
      2. Assist in mailing publications
   d. Attend party meetings (both)

9. Essays

   a. Publish in local newspapers and school paper.

10. Demonstrations

   a. Voting machines
   b. Sample ballots
   c. Absentee ballot
   d. Registration

11. Graphs and charts

   a. Show percentage of eligible citizens who have voted in every presidential election and other major elections.
   b. Compare voter turnout in your state with percentages in other states--try to account ranking of your state.

12. Scrapbooks

   a. Compile current phases of voting from newspapers and magazines.
   b. Compile backgrounds of candidates.
   c. Compile both sides of an issue.

13. Debates and panels

14. Mock elections and real class elections

   a. Prepare two platforms
   b. Have candidates create speeches stating their positions

15. Research problems

   a. Select two or more newspapers with divergent political viewpoints--make a study and report to class--allow class discussion.

16. News media

   a. Newspapers, radio and T.V. publicity
   b. Student created radio and T.V. programs

17. Developing a political self-image

    a. Write a political story of himself using his earliest political memories, how he perceived his parents' political feelings, where he obtains his political information, how his parents feel about politics and compare this with his classmates' political feelings.

18. Babysitting and transportation service on election days.

19. Biographical sketches of candidates.

20. Mock party conventions and hearings.

21. Letters to government officials and newspaper editors.

22. Interviews.

23. Prepare petitions.

    a. Ask for some improvements in your school building or for a change of the curriculum--have class act as Board of Education--discuss pros and cons of your petition.

Action Projects

Definition:

An action project is an educational activity that involves the student in an experience of actual citizenship participation as a means of achieving an education while a student is in a social studies class.

Rationale:

The rationale is based on the following assumptions.

1. Learning takes place when the student sees it is beneficial to his self-interest.
2. It is difficult to recognize the benefits of learning the political process until that process becomes part of your own world.
3. The political world does not become real unless a student becomes an active participant in that process.
4. Pseudo political decision-making seems to encourage apathy in students and little learning acceptance.

Questions that need to be answered in regard to Action Projects.

1. What kind of projects are possible?
2. What kind of projects are desirable?
3. What kind of projects are undesirable?
4. Should there be contact with adults?
5. Should there be contact with political systems?
6. Should there be an elaboration of important issues in the community?
7. Should it only include analyses of issues, action, etc.?
8. Should students take positions on all issues or only "safe" ones?
9. Should action projects be only skill oriented?
10. Should projects have a defined end point?

1. Are activities "open" in that all viewpoints have an equal opportunity?

   a. No activity should be discouraged because of a party or ideological reference.

   b. Because some group might benefit from the activity is no reason to discourage an activity.

2. Does the activity involve an experience that we expect a "good citizen" to be involved in?

3. Does the activity encourage a learning process? Has the teacher structured the activity to maximize learning?

4. Has the "process" involved been emphasized rather than the action taken?

5. Has the philosophy of action projects been explained or communicated to school authorities and community to avoid misunderstanding?

6. Does the process include intellectual honesty?

7. Does the activity include an acceptance of failure? Do the students involved understand short-run and long-run goals?

8. Does the activity consider short-run and long-run evaluation?

9. Do your action projects follow school procedures such as parent permission slips?

10. Does the project encourage the examination of political science principles when considering alternatives?

11. Does the project define behavioral objectives that can be measured at the conclusion of the activity?

12. Does the project involve students in a <u>real</u> vs. <u>pseudo</u> citizen participation experience? If the project does not, are students made aware of this from the start?

13. Does the activity reflect what students see as a meaningful political action, rather than a curriculum or teacher value preference?

Evaluation

The National Council for the Social Studies has suggested the following eight points for consideration relative to evaluation. These points are also appropriate for consideration within a new voters education program. Evaluation should be useful, systematic, comprehensive and valid for the objectives of the program.

1. Evaluation should be based primarily on the school's own statements of objectives as the criteria for effectiveness.

2. Included in the evaluation process should be assessment of progress not only in knowledge, but in skills and abilities including thinking, the process of valuing and social participation--all the components of social studies education.

3. Evaluation data should come from many sources, not merely from paper-and-pencil tests, including observations of what students do outside as well as inside the classroom.

4. Regular, comprehensive and continuous procedures should be developed for gathering evidence of significant growth in learning over time.

5. Evaluation data should be used for planning curricular improvement.

6. Evaluation data should offer students and teachers help in the course of learning and not merely at the conclusions of some marking period.

7. Both students and teachers should be involved in the process of evaluation.

8. Thoughtful and regular re-examination of the basic goals of the social studies curriculum should be an integral part of the evaluation program.

List of Agencies, Publishers, Materials, Etc.

Political Education Bibliography

A. Some Useful Sources for Political Education Materials

1. The Annals of the American Academy of Political and Social Sciences, 3937 Chestnut Street, Philadelphia, Pennsylvania 19104. $12.00 per year paperbound; $16.00 clothbound.

2. Social Education, National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. $12.00 per year; comprehensive membership $20.00; institutional rate--journal only $10.00, excludes yearbook; student membership $5.00.

3. Keeping Up, newsletter of the Clearinghouse for Social Studies/Social Science Education (ERIC/CHESS), 855 Broadway, Boulder, Colorado 80302.

4. School Programs, Center for War/Peace Studies, 218 East 18th Street, New York, New York 10003. Specific concerns may be requested on a limited basis.

5. Center for Teaching International Relations, Graduate School of International Studies, University of Denver, Denver, Colorado 80210. What are your needs? Maybe they can help you. A wide variety of materials is available.

6. Readings in '72 American Government, annual editions, Holt, Rinehart and Winston, Inc. (This publication will be published each year.)

7. The Lincoln Filene Center for Citizenship and Public Affairs, Tufts University, Medford, Massachusetts 02155.

8. League of Women Voters of Wisconsin, 433 West Washington Avenue, Madison, Wisconsin 53703.

9. League of Women Voters of the United States, 1730 M Street, N.W., Washington, D.C. 20036.

10. Wisconsin Taxpayers Alliance, 335 West Wilson Street, Madison, Wisconsin 53703.

11. American Political Science Review, 1527 New Hampshire Avenue, N.W., Washington, D.C. 20036.

12. American Civil Liberties Union, 156 Fifth Avenue, New York, New York 10010. Publication Civil Liberties, included with membership, $5.00, $10.00, etc. Publication Civil Liberties only, $1.00.

13. Wisconsin Civil Liberties Union, 1840 North Farwell, Suite 2, Lower Level, Milwaukee, Wisconsin 53202.

14. Wisconsin Council for the Social Studies, Orville Christian, 406 South 11th Avenue, Wausau, Wisconsin 54401.

B. Additional Sources of "Voter Education Materials"

1. AFL-CIO Committee on Political Education (COPE), 815 Sixteenth Street, N.W., Washington, D.C. 20006.

2. National Association of Manufacturing, 277 Park Avenue, New York, New York 10017.

3. B'nai B'rith, 1640 Rhode Island Avenue, N.W., Washington, D.C. 20036.

4. American Chamber of Commerce Executives, Kathy Kovacic, Public Affairs Department, 1133 Fifteenth Street, N.W., Washington, D.C. 20005. Ask for materials on voting.

5. The Student Vote, 43 Ivy Street, S.E., Washington, D.C. 20003 (Organizing Voter Registration from the Campus).

6. Politics and Power: The New Voter. Report of a conference held in Green Bay, Wisconsin, on November 12, 1971. Edited by Norris Sanders and H. Michael Hartoonian. Available from the Faculty in Education, School of Professional Studies, University of Wisconsin-Green Bay, 1567 Deckner Avenue, Green Bay, Wisconsin 54302; 75¢ in quantities of ten or more.

7. 1972 "American Voter" (minimum order: 50). School prices 50 to 200 copies 20¢ each; over 200, 15¢ each. The Century Press, Inc., West Toledo Station, Toledo, Ohio 43612 (31 pages).

8. The Great Election Issues of '72. LP record or audio-tape cassette and 65-frame filmstrip. One of New York Times series of Filmstrips on Current Affairs for 1972-73. Subscription price $65.00 LP records; $75.00 with audio-tape cassettes. Series has eight different programs. New York Times, 229 West 43rd Street, New York, New York 10036.

9. Election '72 the New Politics. A complete multi-media kit free with the Newsweek Education Program--with Newsweek's no risk, two-week trial plan, you pay only for those copies your students actually use, then when classes are settled you can easily switch to student subscription rates--17 weeks for $2.75; 34 weeks for $4.75; or 52 weeks for $7.00. Kit to be returned if you don't continue the program. Newsweek, 444 Madison Avenue, New York, New York 10022, Attention: Educational Division.

10. The People's Choice--A Voter Education Program. Sound filmstrips/ secondary--four color filmstrips with records or cassettes, teacher's guide; 50 frames each $76.00; 15-day preview available--no obligation. Life Educational Productions, Inc., 262 East Fourth Street, St. Paul, Minnesota 55101.

11. NBC News Teleguide for Junior/Senior High Teachers--prepared in cooperation with the editors of Scholastic Teacher. Scholastic Magazines, Inc., 50 West 44th Street, New York, New York 10036.

12. Changing Times Education Service, Politics '72. A two-part program--Part I--Nominating the Candidates: "Hat in the Ring," The Political Nominating Game; 30 copies of case studies and readings book; 30 copies of political party facts booklet; plus other single item charts, etc. Part II--Electing a President; 30 copies of case studies and readings book; 30 copies of pamphlet on election facts; simulation "Campaign '72"; recording; wall chart; and other single items. Available from Changing Times Education Service, Department SLM, Editors Park, Maryland 20782; $95 for both; $55 for Part I or Part II.

13. Wisconsin Registration Drive, Eric Bolland or Tim Provis, Room 303, 905 University Avenue, Madison, Wisconsin 53715.

14. Article, "Vote Baby Vote," Nation's Schools, February, 1972. Relates to the status of citizenship education in our nation's schools and suggests ways to give it a boost.

15. Congressional Quarterly Service, 1735 K Street, N.W., Washington, D.C. 20006. Election Background Paperbacks:

Elections '72 @	$3.00 each
Candidates '72 @	3.00 each
Dollar Politics @	4.00 each
Politics in America @	4.00 each
Nixon: The First Year @	4.00 each
Nixon: The Second Year @	4.00 each
Nixon: The Third Year @	4.00 each

16. Common Cause, 2100 M Street, N.W., Washington, D.C. 20037. Ask for information sheets on "How Delegates to the National Nominating Conventions are Selected in Wisconsin."

17. Future Teachers of America, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. The high school organization affiliated with NEA devoted its September 1971 issue of "Blueprints for Action" to organizing a non-partisan voter registration drive, either in school or elsewhere. The blueprint tells how to handle the research, campaign and publicity activities that must precede actual implementation of registration drives. Contact: Don Briggs, Assistant Director; no charge.

18. Youth Citizenship Fund, 2317 M Street, N.W., Washington, D.C. 20037. The fund, financed primarily by ten major foundations, has published "The Young Voter's Guide to Voting Rights and Residency," which deals with three areas of state laws especially pertinent to young voters: establishment of a residence for the purpose of registration and voting; absentee registration; and absentee voting; $1.00. Also available from YCF are black and white posters (100 for $15.00)--Register Your Discontent, Use Your Black Power, Pollution, Children Should Be Seen Not Heard, Use Your Brown Power, How To Be Seen Not Heard--as well as the bathroom sticker, "If this were a voting booth, would you know what to do?" Contact: Leslie Smith, Associate Director.

19. Student National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. The student teacher arm of NEA has developed a 32-page handbook, "We are America's New Constituents," which provides school officials and others with a model for conducting a voter registration drive; $1.75. Also available a "Make Your Vote Count" flyer for young voters (30 for $1.50) and mimeographied sheets on press and public relations aspects of voter registration drives. Contact: Gail Gonzales.

20. Iowa Center for Education in Politics, The University of Iowa, Iowa City, Iowa 52240. Available free on request is a list of black and white and color films that the center rents to school districts and other interested parties. Ranging in price from $4.10 to $15.70, the films cover all aspects of voter education. Contact: George B. Mather, Director.

21. Democratic State Headquarters, 5522 University Avenue, Madison, Wisconsin 53703; (608) 255-5172.

22. Republican Party of Wisconsin, P.O. Box 31, Madison, Wisconsin 53701; (608) 257-4765.

23. Young Citizens and Our Law, write to George Hahner, Horlick High School, 2119 Rapids Drive, Racine, Wisconsin 53404.

24. State of Wisconsin, Board of Vocational, Technical and Adult Education, 137 East Wilson Street, Madison, Wisconsin 53703. Contact Gerald R. Chlebowski or John Orlofske, Supervisors, Civil Defense Education.

NOTE: These sources are only a few. There are many more. We only intended to give a sample of what is available. Read your advertising mail!

Future Directions of the Committee

1. Broader survey of on-going programs.
2. Review of on-going programs.
3. Refined criteria for program development, activities, materials, etc.
4. Assessment of published programs, texts, materials, etc.
5. Facilitation of greater cooperation between government and private agencies and schools in providing for citizenship education.

APPENDIX A

Government Seminars for High School Students

This program was developed for youth across the nation as a hands-on learning lab in their nation's capitol, which makes history and government come alive as the delegates' rights and responsibilities of citizenship become more personal and urgent in this dynamic atmosphere.

The program is conducted by the National 4-H Foundation on behalf of the Cooperative Extension Service of the State Land-Grant Universities with the cooperation of the National Council for the Social Studies and the American Association of School Administrators of the National Education Association.

Reservation Form
Government Seminars for High School Students
1972-73

Mail to: Government Seminars
National 4-H Foundation
7100 Connecticut Avenue
Washington, D.C. 20015

Name of Group _____

_____

Dates desired: From _____ To _____

Alternate dates: From _____ To _____

Number of participants: _____ Youth _____ Adults

_____ Total

Note: A $5.00 deposit per person is required to hold this reservation. This deposit will be credited to each participant's bill and is refundable only in case of program cancellation. Reservations must be made four weeks prior to start of program requested.

Person initiating request: Name _____

Address: Street _____ City _____

State _____ Zip code _____ County _____

Phone _____ Date _____

Checks should be made payable to: National 4-H Club Foundation

APPENDIX B

The Eighteen-Year-Old Voter: A Community-Centered Approach in the New Social Studies

Russell Mosely

The primary purpose of Wisconsin's developing social studies program is to provide a learning environment in which each student grows in his ability to observe, analyze and feel supportive to self and his community--local, state, national and world. The acid test, of course, is whether or not the learner continues to grow as an active citizen, one who will act both in the school and in his ever-expanding larger community after duly weighing the alternatives and foreseeing the inevitable clashes of various value systems indigenous to an open society. To help most effectively in this developing process, learning experiences must be consistently encouraged which enable the student to sense that there is no single explanation of all human experiences and thus avoid over-simplification and hastily drawn conclusions.

The two Department of Public Instruction bulletins, A Conceptual Framework for the Social Studies in Wisconsin Schools and Knowledge, Processes and Values in the New Social Studies, establish a definitive position for citizenship education in a democratic society. These bulletins provide help in the areas of (1) the nature of knowledge and its possible structuring, (2) inquiry and problem solving techniques and (3) values and valuing. Sustained projection of this total program adapted to each community's unique needs, along with shared expectations, will prove useful in facing the accelerated challenge of full citizenship at an earlier age.

This program treats knowledge in the social studies as including such matters as the nature of man, the nature of the world, the heritage of the past and the totality of contemporary social life. It views skills and processes in the social studies as the development of those skills employed by social scientists and adapted by laymen as useful tools in their decision making. Such skills include the many techniques in data collecting as well as processes such as hypothesis formation and testing. This is a program which holds that valuing in the social studies means helping pupils to (1) recognize the social values of our society, (2) clarify their own structure of values and (3) reconcile value conflicts. Together these constitute the means to active citizenship in a pluralistic society.

If "good" voters need to be skilled in the identification of alternatives and then feel strongly enough to act, the spiraling educational program in all communities must develop a continuing strand of community study. The basic ingredients of each community (rural or urban)--educational, social and political conditions and their existing mechanisms; the mercantile and industrial pattern and its community implications, along with the issues which arise spontaneously in each community--all must be the stuff out of which this process gains a reason for being and the energy for growth. Learners in keeping with each given developmental level need to be organized into inquiry teams which continually observe the community and these basic ingredients. The tools of the interview, the recorder and camera, are to be constantly available.

The identification of the community's priorities, accompanied by student-developed supportive data, is to be the center of concern for the given class and ultimately the entire student body. In turn, the best proposals for resolving problems and issues are to be identified, and wherever possible selected proposals are to be tested.

The various inquiry groups are to develop effective reporting practices and to prompt continuing dialog-panel, symposium, debate, ballot--in the school's public forum, a forum which should be continually available to concerned formal classes and informal groups to assure timely exchange throughout the entire student body. Instructors in all of this are to act as more mature fellow learners, resource persons and advisors actively concerned with the community too. In such a program a student may slowly evolve as an informed and concerned citizen. His interests and his data will be first-hand. He will learn to know his community, its assets and its needs through the active use of the tools of observation and analysis. The community and its heritage will be his resource as well as his challenge. Immediate concern with his environment--physical and social--will motivate the student to be a continuing community planner rather than one who is planned for.

APPENDIX C

May 24, 1972

The Honorable Robert C. Zimmerman
Secretary of State
State Capitol
Madison, Wisconsin 53702

Dear Mr. Zimmerman:

You have requested my advice concerning the current voter registration guidelines which should be followed in the registration of students, who are living away from their parents' home while attending school, particularly in light of the adoption of the Twenty-Sixth Amendment to the United States Constitution, which reduces the minimum voting age for all elections in our State from 21 to 18 years of age.

You point out that prior to the extension of franchise to persons 18 to 20 years of age, your office was advised by my predecessor, by informal opinion, dated October 25, 1968, that students of voting age may register and vote at their place of residence while attending school, regardless of whether they receive some financial support from their parents or return to their parents' home during the vacation periods. In my opinion, such advice remains applicable today. However, I would disagree with my predecessor regarding some of the advice given in that opinion as to what procedures the statutes provide for registration. Since it is obvious that a good deal of confusion still exists among election officials in reference to student voting and since recent legislative enactments and judicial interpretations have introduced additional aspects to the question, I provide the following discussion.

A basic voter qualification requirement is, of course, that the voter registrant be a bona fide resident of the State and the election district where he proposes to vote. Article III, sec. 1, Wis. Const., provides, in part, that a qualified elector is one who "shall have resided" in the State and the election district where he offers to vote. Section 6.02, Wis. Stats., which further implements this provision of our Constitution, provides, in part, as follows:

> "(1) Every United States citizen age 21 or older who has resided in this state for 6 months preceding any election and who has resided in an election district or precinct for 10 days before any election where he offers to vote is an eligible elector."

By virtue of the Twenty-Sixth Amendment, "21" in sec. 6.02, must be read as "18." It is also appropriate for me to point out here that by virtue of

the United States Supreme Court decision in Dunn v. Blumstein (1972), 40 Law Week 4269, _____ U.S. _____, 92 S.Ct. 995, 31 L.ed. 2d 274, decided March 21, 1972, I must also conclude that the 6-month state durational residency requirement set forth in sec. 6.02 would not withstand constitutional attack under the equal protection clause of the Fourteenth Amendment to the United States Constitution. Therefore, this requirement may no longer be considered as effective under the Wisconsin Constitution and statutes and should be ignored when reading any of the Wisconsin voting laws containing such provision. In my opinion, however, Wisconsin's 10-day durational residency requirement set forth in Art. III, sec. 1, Wis. Const., and sec. 6.02 remains valid in reference to all elections except presidential and vice-presidential elections.* (See footnote at end of opinion.)

The deletion of the 6-month durational residency requirement does not affect the requirement that only bona fide residents may vote in Wisconsin. As pointed out by the Court in the Dunn case, supra, at 92 S.Ct., pp. 1003-1004:

> " . . . We emphasize again the difference between bona fide residence requirements and durational residence requirements. We have in the past noted approvingly that the States have the power to require that voters be bona fide residents of the relevant political subdivision. [Cases cited.] An appropriately defined and uniformly applied requirement of bona fide residence may be necessary to preserve the basic conception of a political community, and therefore could withstand close constitutional scrutiny. . . ."

The following provisions of sec. 6.10, which statute sets forth guides and standards governing residence as a qualification for voting, appear to relate to your question:

> "(1) The residence of a person is the place where his habitation is fixed, without any present intent to move, and to which, when absent, he intends to return.
>
> " . . .
>
> "(4) . . . An unmarried person in a transient vocation, a teacher or a student who boards at different places for part of the week, month or year, has his residence, if one of the places is with his parents, at the place of his parents unless through registration or similar act he elects to establish a residence elsewhere. If he has no parents and if he has not registered elsewhere, his residence shall be at the place which he considered his residence in preference to any other for at least 10 days before an election. . . ."

If this is not a proper consideration in determining domicile for the purpose of establishing voter eligibility; however, students establish their residence for voting purposes in the same manner as the balance of the voting populace, and municipal clerks may make inquiry of voter registrants

concerning their intent to establish a bona fide residence, as long as any such questions reasonably relate to domicile and each registrant is asked the same questions.

Sincerely yours,

/s/ Robert W. Warren
Attorney General

CAPTION:

Chapter 213, Laws of 1971, which reduces the age of majority in Wisconsin, and the Twenty-Sixth Amendment to the United States Constitution, which reduces the minimum voting age from 21 to 18 years of age, discussed in reference to the determination of residence for voting purposes of students living away from their parents' home.

*The lengthy opinion in Dunn v. Blumstein, supra, appears as much directed to durational residence laws in general as to the specific voting laws under consideration and repeatedly emphasizes one dominant theme, most succinctly stated at 92 S.Ct., p. 1003, as follows:

> "In sum, durational residence laws must be measured by a strict equal protection test: they are unconstitutional unless the State can demonstrate that such laws are 'necessary to promote a compelling government interest.' Shapiro v. Thompson, supra, 394 U.S., at 634, 89 S.Ct., at 1331 (emphasis added); Kramer v. Union Free School District, No. 15, supra, 395 U.S., at 627, 89 S.Ct., at 1889.* * *"

The Court has thus resolved what rule of law is to guide the courts on a question which had previously almost evenly divided the lower Federal courts. Applying this standard to the case at hand, the Court concluded that the State of Tennessee, which required that persons must have been residents in the State for a year and in the county for three months before they could vote, had not offered an adequate justification for its durational residence laws. [See also Affeldt v. Whitcomb, 1970, 319 F.Supp. 69 (D.C.N.D. Ind.), which struck down Indiana's six-month durational residence requirement for voting. This decision was affirmed by the United States Supreme Court on April 3, 1972--31 L.ed. 2d 576.]

Prior to this decision, by §202 of the 1970 Federal Voting Rights Act, Congress had already abolished all durational residence requirements in reference to presidential and vice-presidential elections. 42 U.S.C. §1973aa-1. In light of the foregoing, the Wisconsin 6-month durational residency requirement is most assuredly invalid as to all other Federal, State and local elections. In my opinion, however, the same is not true of our 10-day durational residency requirement.

Though characterized as a "stringent standard," the Court recognized that however mathematically precise the equal protection test may sound, it deals in matters of degree. Thus, at 92 S.Ct., p. 1006, the Court states:

". . . It is sufficient to note here that 30 days appears to be an ample period of time for the State to complete whatever administrative tasks are necessary to prevent fraud--and a year, or three months, too much. . . ."

The Court draws support for the appropriateness of a 30-day period from the fact that both the Federal Voting Rights Act of 1970 and the laws of the State of Tennessee reflect 30 days as an appropriate cutoff point after which unregistered electors may be denied the franchise, absolutely. Obviously, such provisions of the law impose durational residency requirements more stringent than the 10-day durational residency requirement set forth in Art. III, sec. 1, Wis. Const., and sec. 6.02, Wis. Stats.

Considering the Dunn case, supra, as a whole, it is my opinion that it does not affect the continued validity of that provision of Wisconsin election law which requires that a bona fide resident of Wisconsin must reside in the election district or precinct for 10 days before any election where he offers to vote.

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APPENDIX D

Wisconsin Board of Vocational,
Technical and Adult Education
137 East Wilson Street
Madison, Wisconsin 53703

Civil Defense Education

ORDER FORM

NAME _____ POSITION _____ GRADE _____
NUMBER OF STUDENTS _____

SCHOOL
ADDRESS _____

NO. TEXT MATERIALS

_____ "IN TIME OF EMERGENCY" - 92 page citizens handbook on nuclear and natural disaster. Recommended for grades 7 thru adult.

_____ "PERSONAL & FAMILY SURVIVAL" - 127 page booklet on basic civil defense and protection against nuclear attack. Presently being revised to include natural disaster. Recommended grade 9 thru adult.

_____ "C. D., U.S.A." - Self-Teaching Programmed instruction type material designed for home study, but could be used for individualized instruction type programs on Civil Defense Education. Recommended for Senior High.

_____ "GOVERNMENT IN EMERGENCY" - Suggestions for including Civil Defense Principles in Social Studies Curriculum in Grades 1 thru 12. Available 1 per teacher (109 pages).

_____ "GAMES THAT TEACH" - Classroom activities on individual and community disaster preparedness for elementary and secondary schools. K-12 (100 pages - 34 games). Available one per teacher.

TEACHING AIDS

_____ RADIOACTIVE THALLIUM - 204 - Radioactive thallium used to demonstrate radioactivity and decontamination and operation of civil defense instruments.

_____ SLIDES (35mm) OR FILMSTRIP explaining nuclear radiation and protection measures. Recommended to be used with Personal & Family Survival Text.

_____ TESTS - Sample tests for safety and survival education with answer key.

_____ Teacher supplemental materials on natural disasters.

DATE WANTED FILMS
16mm

_____ DOD CD 3-256 "Briefly About Fallout" - 8 minutes - discusses the characteristics, effects and defense against nuclear fallout.

_____ DOD CD 5-258 "Once To Make Ready" - 9 minutes - The goals and fundamentals of community shelter planning are outlined.

DATE WANTED	FILMS 16mm
_____	DOD CD 5-259 "Slanting" - 9 minutes - discusses the architectural "slanting" of buildings to achieve radiation shielding. An example is given.
_____	DOD CD 5-271 "Architecture and the Atom" - 25 minutes - features the eight prize winning entries in a recent nation-wide honor awards program for architectural design and built-in fallout shelters.
_____	DOD CD 20-223 "One Week In October" - 29 minutes - Story of the Cuban crisis; the civil and military build-up during the most critical period of our country's history.
_____	DOD CD 20-222 "Town of the Times" - 26 minutes - color - story of a typical American town which came to realize that it had not faced the vital issue of the times - Civil Defense. One day, community apathy gives way to divergent opinions over the value of constructing fallout shelters in the schools.
_____	DOD CD 20-232 "Operation Cue" (Revised 1964) - 14 minutes - color - points out the contrast between the Nevada test sight in 1955 and present nuclear devices, continues as a documentary report on the operation cue exercise of 1955 as told from the viewpoint of a newspaperwoman who was invited as an observer.
_____	DOD CD 20-238 "Though the Earth Be Moved" - 45 minutes - Story of the 1964 Alaskan earthquake and the three days of the crisis that followed. Contains actual footage of the earthquake.
_____	DOD CD 20-239 "The Face of Disaster" - 10 minutes - Highlights some of our recent or major disasters - the Alaskan Quake of '64, the floods of '65, the devastations wrought on Palm Sunday when 37 tornadoes boiled through the Middlewest.
_____	DOD CD 20-243 "Memorandum To Industry" - 34 minutes - color - Industry's role in the National Civil Defense Program.
_____	DOD CD 20-250 "The Five Days of Betsy" - 12 minutes - Story of the havoc wrought by Hurricane Betsy as it hit the Florida and Louisiana mainland; and the efforts of civil defense, the military services, government and private welfare agencies in assisting the people during this great disaster.
_____	DOD CD 20-251 "A Hurricane Called Betsy" - 29 minutes - The fury and devastation of "Hurricane Betsy" in late summer of '65 and the coordinated efforts of civil defense, government, military and volunteer welfare agencies during the great disaster.
_____	DOD CD 20-268 "It Happened in Texas", (Hurricane Beulah '67) - 9 minutes - color - rescue and relief efforts which took place in Southern Texas after Hurricane Beulah in 1967 are highlighted in this film.

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DATE WANTED	FILMS 16mm
_____	DOD CD 20-269 "A Day In September" - 28 minutes - color - depicts civil defense preparations made in given Federal facilities across the nation. It shows how local and government authorities cooperate in these preparations.
_____	DOD CD 20-272 "In Time of Emergency" - 26 minutes - color - Highlights the basic life saving information every American need to prepare for a nuclear emergency.
_____	DOD CD 20-274 "A Lady Called Camille" - 29 minutes - color - Hurricane Camille, in August 1969, left a trail of destruction across Louisiana, Mississippi, Alabama, and Virginia. This documentary relates the warning and evacuation efforts that saved thousands of lives before the hurricane hit, and the rescue and the cleaning operations by civil defense, military personnel and volunteers.
_____	DOD CD 55-257 "Port Preparedness" - 23 minutes - color - The necessity and requirements for port preparedness in the event of natural and man-made disaster are defined in this film.
_____	DOD CD 55-275 "Transportation's Role in Disaster" - 15 minutes - color - The contribution of the National Defense Transportation Association to the work of other volunteer agencies in time of disaster is described.
_____	"Tornado" - Available for school showings from U.S. Weather Services. There is high demand for this film every Spring because it has excellent photography and information on tornadoes in the Midwest. Order from nearest weather service station: Green Bay, La Crosse, Madison or Milwaukee.
_____	9368 "Knowledge is Protection" - 9 minutes - Nuclear Radiation.
_____	9360 "Protection From Radiation" - 8 minutes - Nuclear Radiation.
_____	9367 "Shelter on a Quiet Street" - 25 minutes - On Home Shelters.
_____	9369 "Occupying a Public Shelter" - 24 minutes.

Send Order To:

Wisconsin Board of Vocational, Technical and Adult Education
Civil Defense Education
137 East Wilson Street
Madison, Wisconsin 53703

APPENDIX E

National Voter Registration Month

By the President of the United States of America
a Proclamation

As we continually work to construct a better and better Nation, America has no need of sidewalk superintendents. And any person who is qualified to vote, but who does not register to vote, can be little more than a sidewalk superintendent standing apart from the vital project of building national progress in the challenging era of the 1970s.

In recent years, Federal and State governments have taken historic actions to extend the voting privilege of more and more of our citizens, including those between 18 and 21 years of age.

All of these efforts to broaden the base of the American constituency--in order to insure continuing national political vitality and accurate representation--will have been in vain, however, if the newly eligible voters do not activate their newly won voting rights by registering according to the laws of the States.

There is no place for apathy in an America facing the momentous challenges and opportunities of the era of the 1970s. The Nation needs the talents and the energies of each and every citizen, and it needs all of their votes on election day.

I am convinced that nationwide, non-partisan voter registration campaigns could substantially reduce the number of qualified citizens who will be barred from voting in the forthcoming general elections by reason of failure to comply with election registration laws.

Now, THEREFORE, I, RICHARD NIXON, President of the United States of America, do hereby proclaim September, 1972, as National Voter Registration Month, and I urge the Governors, and election officials of the several States, together with other officials, candidates for public office, and political parties and organizations, to institute non-partisan campaigns designed to achieve the registration of as many qualified citizens as possible prior to the forthcoming elections.

I also urge all interested citizens and all civic and educational organizations to participate in voter registration campaigns and to take all appropriate steps to assure maximum registration of qualified voters.

Finally, I urge our newspapers, magazines, and other periodicals, our television and radio stations and networks, and all other news media to publicize and promote voter registration drives and the importance of voter registration.

IN WITNESS WHEREOF, I have hereunto set my hand this thirteenth day of July, in the year of our Lord nineteen hundred seventy-two, and of the Independence of the United States of America the one hundred ninety-seventh.

Richard Nixon

Dated July 13, 1972
Released July 14, 1972

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APPENDIX F

A Proclamation

WHEREAS, the ratification of the 26th Amendment to the United States Constitution, giving the right to vote to those 18 and over, has enfranchised 243,000 new young voters in Wisconsin; and

WHEREAS, an additional 250,000 citizens between the ages of 21 and 25 will be able to vote for the first time in 1972; and

WHEREAS, the right to vote is essential in a democracy where government must be responsive to the will of the people; and

WHEREAS, the State of Wisconsin should be committed to guaranteeing that every individual has an equal opportunity to have a voice in the selection of his or her representative; and

WHEREAS, all of the new voters will have an opportunity to make their voices heard in the selection of the candidates for President of the United States in the April 4 Presidential Primary.

NOW, THEREFORE, I, PATRICK J. LUCEY, Governor of the State of Wisconsin, do hereby proclaim the week of March 8 - 15, 1972 as

"NEW VOTER'S WEEK"

in the State of Wisconsin, and urge that public officials, educators and civic and political organizations make every effort to encourage registration of all Wisconsin citizens eligible to vote in the April Presidential Primary and municipal elections; and I further urge all municipalities to expand their official registration efforts to all high schools, shopping centers, community centers and any other facilities necessary to reach every eligible elector.

IN TESTIMONY WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Wisconsin to be affixed. Done at the Capitol in the City of Madison, this twentieth day of February in the year of our Lord one thousand nine hundred and seventy-two.

Patrick J. Lucey